DOCUMENT RESUME

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ABSTRACT

The learning module described is designed to provide teachers with guidelines for selecting reading materials for Chicano and other Spanish-surnamed children. The rationale, goals, and objectives of the module are outlined. The table of contents of the text used in the module is reproduced. Activities and resources involved in the use of the module, ordering information for materials, and a critique of the module are also included. (JD)

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ED169010

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: ANALYZING CHILDREN'S BOOKS FROM A CHICANO PERSPECTIVE

Publication Date(s): 1975

Intended Users: Inservice and preservice teachers who work with Chicanitos (young children of Mexican-American heritage), and any adult who works with young children, particularly Spanish-surnamed children

Grade Level(s): Early childhood education, elementary school (adaptable to higher levels)

Number: Individual or group

Primary Focus: The intent of this program is to provide teachers with guidelines for selecting reading materials for Chicano (and other Spanish-surnamed) children. It is designed to increase teachers' skills in analyzing and evaluating educational materials from the Chicano perspective.

School subject(s) and/or inservice topic(s) covered:

The material is applicable to all curriculum areas where books are used. Specific topics include an introduction to a review of literature; guidelines on overgeneralizations, evaluative statements, demeaning statements, and ethnic stereotypes; as well as guidelines 1 (Is the cultural information accurate?), 2 (Is the language appropriate?), 3 (Are the sources and treatment of information accurate?) and 4 (Does the text contain factual errors or misleading information?).

What participant does in using the materials:

The material is presented in a sequence of guidelines. In acquiring these, users will complete the following activities: 1) read the explanation of each guideline; 2) study the example; 3) answer questions related to each example; 4) compare answers with the one provided; 5) proceed to the next example (or, if the answer does not agree with the one provided, study further). In later activities, users will use actual children's books to find examples of each guideline.

Resources:

The basic learning tool for this program is the 106-page text itself. It is programmed to allow users to proceed at their own pace, although group discussion on some or all of the units is encouraged. Participants must have access to selections from the lists of children's books, which they will use to test their understanding of the material.

Describer critique:

This is a well thought out, and thought-provoking book. While it is designed to teach a systematic approach analyzing and evaluating books for children, its effects are more far reaching than that purpose implies. The book is an "eye opener": it sensitizes and informs. The describer finds it to be not just a text for teachers of Chicano children, but a reference for all educators who wish to improve the situation of ethnic misrepresentation in books.

MCE24 (M) developing self-concept - (MCE) reading - (MCE) Chicano Americans - (MCE) customs/traditions/values - (MCE) Hispanics TD

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SP014 005

1.0 PURPOSES:

Rationale

After noting that print is the medium most widely used in educational materials, the authors point out that "selection criteria for books have not been carefully researched, even though much theory has been written about the selection of children's books." Furthermore, they state, "In far too many of the currently available children's books, there appears a tone of condescension or paternalism toward the minority person. Inaccuracies, demeaning attitudes, and distorted 'historic' concepts have all too readily found their way into children's books." It is the intent of this learning unit to provide teachers with a systematic means for eliminating some of these negative influences from the classroom, by giving them guidelines for selecting reading materials. It was designed primarily for teachers who work with children of Mexican-American heritage.

Goals

The goal intended for users is their increased skill at analyzing and evaluating reading materials relating to the Chicano.

Objectives

Developers give the following:

"1. The learner will acquire the skills to analyze and evaluate the content of books for use by Chicanitos. While acquiring these skills, the learner will recognize the need to supplement existing classroom books. The acquired skills will help teachers in selecting books for cultural veracity (e.g., teachers will choose children's books that do not contribute to forming or strengthening negative stereotypes).

2. The learner will acquire skills useful in analyzing and evaluating supplementary materials that reflect the Chicanito's life style, that support, maintain, and develop the Chicanito's self-concept, and that create understanding of and sensitivity to Chicanos among non-Chicanos.

3. As a result of successful completion of this learning unit, teachers will expand their knowledge about the Chicano culture and life style. It is also expected that Chicanito interest in reading as an activity will improve because chosen books that relate to their culture and life style will be readily available.

4. Teachers will demonstrate their understanding of the content of this learning unit by selecting books for use by Chicanitos whose content does <u>not</u> violate the principles set forth in this learning unit."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The 106-page programmed text contains the following:

	Page
Preface	i
Authors' Note	ii
For Whom is this Unit Designed?	iii
Unit Applicability	iv
Unit Objectives	v
Introduction	1
Purpose of the Unit	3
Review of Literature	5
Reference List for Literature Review	12
LEVEL I	15
Directions	16
Introduction	17
Guideline 1: Overgeneralizations	18
Guideline 2: Evaluative Statements	24
Guideline 3: Demeaning Statements	33
Guideline 4: Ethnic Stereotypes	41
List of Books to Test Your Understanding	48
LEVEL II	49
Bibliography of Sources	2
Directions	4
Introduction	5
Guideline 1: Is the Cultural Information Accurate?	7
Guideline 2: Is the Language Appropriate?	5
Guideline 3: Are the Sources and Treatment of Information Accurate?	4
Guideline 4: Does the Text Contain Factual Errors or Misleading Information?	8
List of Books to Test Your Understanding	4
Recognition: Match the Example with the Guideline	6
Action: Rewrite the Example	9

Sequence

Because the examples become increasingly sophisticated throughout the program, it is important that users complete the unit in the sequence given.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The developers state that, "to use this unit most effectively, these steps should be followed:

1. Read carefully the introduction to each guideline.
2. Examine each example provided as it appears in sequence.
3. Answer the questions by writing your response in the space provided.
4. After completing the response, compare your answer with the one provided. Try to write your answer before checking the correct response.
5. If your answer agrees with the one provided, go on to the next example. If your answer does not agree with the one provided, study the correct response carefully before moving to the next example."

Group discussion is suggested as an additional learning activity.

3.2 Help given in use of product:

This is a programmed text. Directions for participants are included, and users may proceed at their own pace. An instructor could help to organize and lead group discussion.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Participants evaluate their understanding of the guidelines by using them in evaluating children's books. A section of the book also requires participants to rewrite examples, using the guidelines, and compare the results with the analysis of the authors.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Each program participant will need a copy of the text, and access to some of the children's books mentioned on the reference lists. Pacing and time are left to participants to determine.

5.2 Distributor name/address:

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103

(415) 565-3000

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
ANALYZING CHILDREN'S BOOKS FROM A CHICANO PERSPECTIVE	$4.95	no	1/participant	yes

Note: A microfiche of the book is available through: ERIC Document Reproduction Service
Box 190
Arlington, Virginia 22210

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The authors of this work are Joseph S. Martinez and Oscar Uribe, Jr., both former program assistants at the Far West Laboratory for Educational Research and Development. Mr. Martinez is currently a master's candidate and is doing counselling and casework in Newark, California, for the Alimeda County Probation Department. Mr. Uribe was assistant director of curriculum services for Project STRIDE, and is working toward a doctorate in education and is currently at the United States Department of Health, Education and Welfare's National Institute of Education (NIE) in Washington, D.C.

6.2 How developed and when:

An introductory page of the book states: "This learning unit is a product of the Early Childhood Education Program of the Far West Laboratory for Educational Research and Development, a public, non-profit organization supported in part by funds granted by NIE." The book was published in 1975.

The product went through three developmental phases, each of which included the participation of classroom teachers (most of whom were cooperating in Project Headstart). They gave reactions to the activities and exercises being tested by the developers in 1971 and 1972. After about four prototypes of training programs emerged from the second phase, the best one was chosen to be field-tested in a number of California towns (Fresno, Stockton, the Bay area, and Pittsburgh). In all, over 100 teachers were involved in the validation process.

6.3 Evidence of effectiveness with users:

The results of the field-testing were documented and are housed at Flexible Learning System, a division of Far West Lab. This evidence of effectiveness with users was not available to the describer at the time the description was being prepared.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The book is both systematic and simple in its approach. Studied in sequence, it should enable users to acquire a working, applicable knowledge of the guidelines presented. The principles focused on here may be applied to a wider scope--to include all cases of ethnic and cultural bias in children's books, not just those evidenced against the Mexican-American. The book is clearly written, creatively planned, and nicely illustrated.

Content accuracy/social fairness/community acceptance issues:

The book deals with the subject of social fairness and is, naturally, sympathetic to the situation of the Chicano and other minority groups which suffer from misrepresentation in books for children.

Overall summary/comment:

Analyzing Children's Books from a Chicano Perspective is an interesting book--as much as a comment on the social problem it illustrates as a systematic approach to improving that situation. The examples given, from which users are to detect ethnic misrepresentation, seem obvious at first; but users may find themselves surprised at how much they "miss" in these examples. The exercise is a lesson in how easily we accept generalizations, oversimplifications and ethnic stereotypes in our literature. While the authors have directed the content toward teachers of Chicano children, the describer suggests that this book is of value and interest to all teachers--and all readers.

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